

**Completing the Pyramid**  
*A Guide to Tier 2 Installation*

School-Wide PBIS – June 2023  
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 • Erin Day, Behavior Support Specialist

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Learning Objectives

- Tier 1 Health Check
- Systems & Overview
- ★ Tier 2 Teaming
- ★ *Who:* How do we get students into Tier 2?
- ★ *What:* What do we do with them?
- ★ *Now What:* We can't stay here
- Next Steps

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Learning Objectives

## Tier 1 Health Check

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**Tier 1 IS a System!**

- TFI
- Current Practices Survey
- ACTS

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**Tier 1**

*"Much of the success when developing and implementing Tier 2 practices hinges on the foundation that has already been laid."*

- PBIS Leadership Team
- Admin endorsement
- Schoolwide data system
- Expectations
- Teaching the expectation
- School-wide reinforcement plan
- Plan and continuum of consequences for rule violations
- Effective Classroom Management
- System in place for documenting classroom minors.
- Consistent use of Big 5 data reports

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**EXCEPT....**

**It's not working...**

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# Alphabet Soup

- PBIS – Positive Behavioral Interventions and Supports
- MTSS – Multi – Tiered System of Support
- TFI – Tiered Fidelity Inventory
- BSS – Behavior Support Specialist
- ODR – Office Discipline Referral
- TA Center
- Action Plan
- Our website – wvpbis.org

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# How to think about Tier 2:

Who?      What?      Now, What?

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# About today...

- Expectations in line with reality.**
  - We can't do it all in one day.
  - Prep today, installation tomorrow, TFI the day after tomorrow
- The bigger system today – extra interventions later.**
  - Videos on how to install
  - Check-in/Check-out
  - SEL Small groups
  - Self Monitoring
  - FACTS (Function of Behavior)
- Follow-Ups**
  - Before the end of the school year
  - Six months
  - BSS support whenever you need it!

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### About Tier 2

**Install**  
"Place or fix in position ready for use."



**Implementation**  
"Put (a decision, plan, agreement, etc) into effect."



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### Key Practices of Tier 2

pbis.org

- Increased instructional practice with self- regulation, social skills, expectations, and academics
- Increased adult supervision
- Increased opportunity for positive reinforcement
- Increased focus on possible function of problem behavior
- Increased access to academic supports
- Increasing prompts and reminders (pre-corrections)
- Increased school – family connection

<https://pbisforum.pathable.co/?openNativeApp=true>

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### What are the goals of Tier 2?

(pbis.org)

- Continuously available
- Accessible in 72 hours
- Very low effort by teachers
- Aligned with School-Wide Expectations
- Implemented by ALL
- Flexible and based on assessment
- Function – based
- Allocated adequate resources
- Student chooses to participate
- Continuously monitored



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**Tier 2 Systems**

- Less than Tier 3 but more than Tier 1
- Intensifying Tier 1 (that's why Tier 1 is so important). Do teachers have the basics especially when we are asking them to intensify?
  - *More explicit instruction on the expectations, more quality relationships*
  - *More frequent feedback.*
  - *More detailed and more frequent data.*
- Standardized interventions
- Prevent and/or Decrease Problem Behaviors
- Efficient, Effective, and Equitable



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**What is systems thinking?**

**Systems Thinking**

- Looks at the whole of the system and not just individual parts
  - **Doesn't just focus on "that student"** but ALL students (**present and in the future**).
  - Systems that are **implemented with fidelity** and applied with **consistency** will positively affect all students and environments.

Susy Ndaruhutse, Charlotte Jones & Anna Rigall: Why systems thinking is important for the education sector

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**What is systems thinking?**

- Seeks to understand **potential causes** and the **dynamic factors** that might be at play, including **feedback loops**.
- Tends to think "**big picture**" including **factoring in incentives** when thinking about how **challenging it might be to solving a particular problem**.

Susy Ndaruhutse, Charlotte Jones & Anna Rigall: Why systems thinking is important for the education sector

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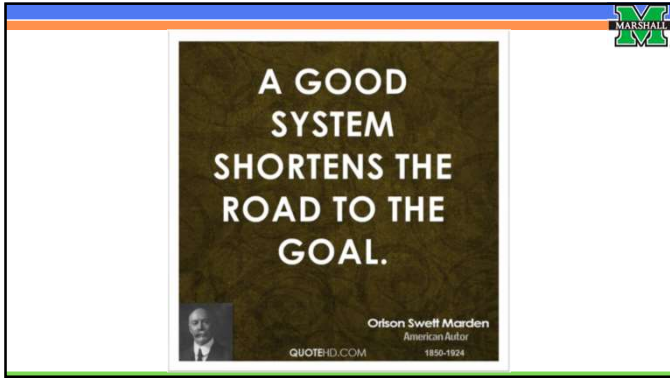
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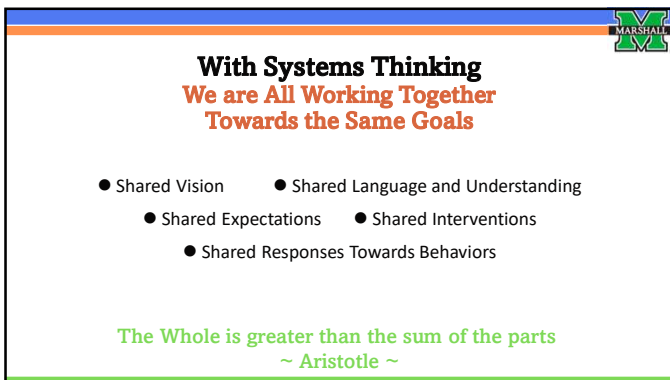
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**Think of your Academic Interventions...**

How does identification of a problem happen?

What do you do to remediate the problem?

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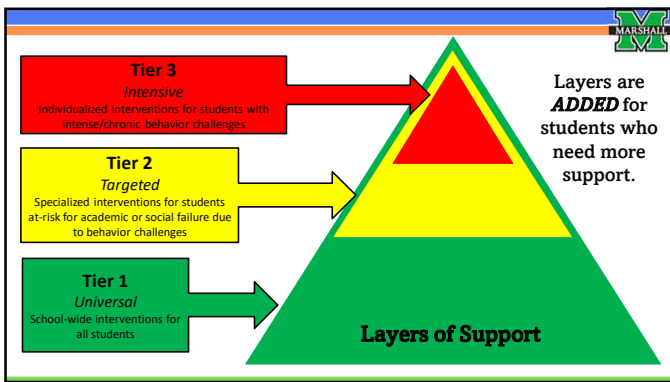
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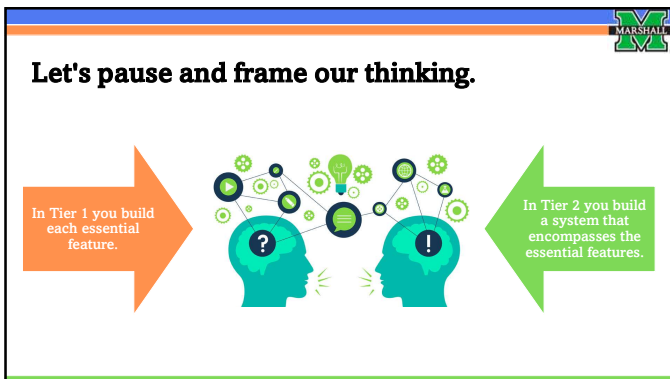
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**Overview:  
Tier 2 Teaming**

TFI: 2.1, 2.2, 2.9, 2.12, 2.13

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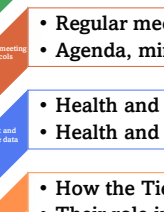
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- Establish your team
  - Fill needed roles
  - Designate team member responsibilities
- Establish meeting protocols
  - Regular meeting schedule
  - Agenda, minutes, and action plan
- Collect and analyze data
  - Health and effectiveness of interventions
  - Health and effectiveness of Tier 2 system
- Train and support school staff
  - How the Tier 2 system works
  - Their role in that system

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**Overview:  
Who**

How do we get students into Tier 2?  
TFI : 2.3 and 2.4

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**Overview:  
What**

What do we do with them?  
TFI: 2.5, 2.6, 2.7, 2.8

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**You have interventions and supports in place to support students who need more.**

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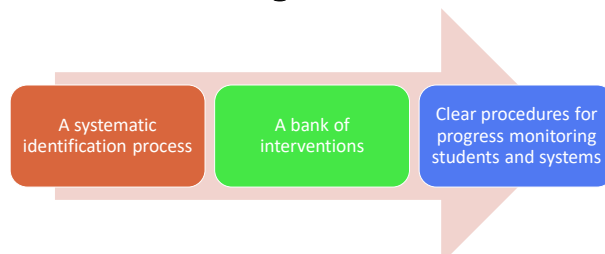
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**What are we building?**



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    graph LR
      A[A systematic identification process] --> B[A bank of interventions]
      B --> C[Clear procedures for progress monitoring students and systems]
  
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**How do we do this?**



-  Reliable Data Sources
-  A reliable way to use data sources
-  Admin Support
-  Informed Staff
-  Aligned Supports
-  (Perfect world) District/County Commitment



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**What it means...**



Identified bank of interventions that are ready to go.

Interventions should:

- Provide additional instruction and opportunities for students to develop lacking skills
- Add structure and predictability
- Increase feedback

Be linked to function, development, culture

Be linked to Tier 1

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**Overview:  
Now What**

We can't stay here  
TFI: 2.10 and 2.11



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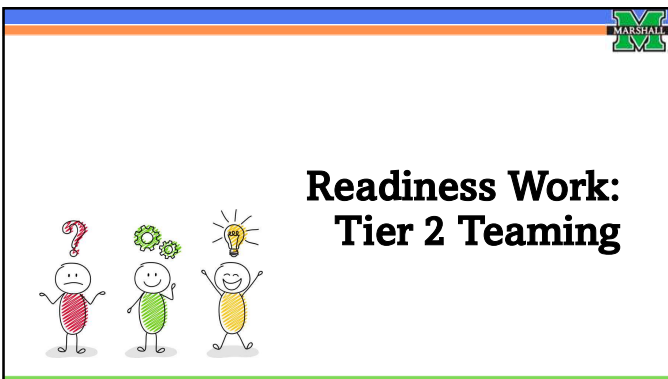
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## Establish Your Team

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### Tier 2 Teams



- Tier 2 Team Leader
- Behavioral Specialist
- School Administrator
- Classroom Teachers
- Academic Expertise
  - *Be intentional because we know they go hand in hand*



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### Who is on Your Team?

Who?	Who might be effective for our Tier 2 Team? Do we have the talent and skill sets that we need within our existing SW-PBIS Leadership Team? Or do new members need to be recruited for completing Tier 2 work?
What?	What is the charge of our Tier 2 Team? How does this team related with other committees or structures that already exist in our school?
How?	How long will team members serve? How will rotation occur? How can we ensure full representation of staff?



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# Teaming – Roles and Responsibilities

**EXAMPLE**

**Tier 2 Team Roles and Responsibilities**

	Responsibilities Before Team Meeting	Responsibilities During Team Meeting	Responsibilities After Team Meeting
Chairperson	<ul style="list-style-type: none"> <li>Identify agenda with input from team</li> <li>Send out meeting materials</li> <li>Facilitate meeting introduction to team</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate meeting</li> </ul>	<ul style="list-style-type: none"> <li>Follow up on assigned tasks</li> <li>Keep track of team meeting(s)</li> </ul>
Secretary	<ul style="list-style-type: none"> <li>Facilitate meeting introduction to team</li> </ul>	<ul style="list-style-type: none"> <li>Keep meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li> Distribute meeting minutes to members</li> </ul>
Intervention Coordinator(s)	<ul style="list-style-type: none"> <li>Prepare summary of student progress monitoring data (Pre-Meeting Update) and share with team</li> <li>Facilitate team discussion of data</li> <li>Collaborate on interventions</li> </ul>	<ul style="list-style-type: none"> <li>Present update on data and facilitate focused conversation</li> <li>Discuss and coordinate of new interventions</li> </ul>	<ul style="list-style-type: none"> <li>Share data highlights with staff</li> <li>Collaborate on other necessary data</li> </ul>
Communication Coordinator	<ul style="list-style-type: none"> <li>Collaborate and complete any feedback and/or report from staff</li> </ul>	<ul style="list-style-type: none"> <li>Share completed feedback report from staff</li> <li>Lead planning for stakeholder communication</li> </ul>	<ul style="list-style-type: none"> <li>Provide updates to staff</li> <li>Coordinate communication of stakeholder communication (emails, newsletters, website, etc.)</li> </ul>
Time Keeper	<ul style="list-style-type: none"> <li>Review time table on agenda</li> </ul>	<ul style="list-style-type: none"> <li>Maintain time parameters</li> <li>Use established signal to keep team on task</li> </ul>	<ul style="list-style-type: none"> <li>Lead communication for evaluation of meeting</li> </ul>
Checkleader	<ul style="list-style-type: none"> <li>Prepare summary of status of staff completion activities</li> </ul>	<ul style="list-style-type: none"> <li>Present and/or self-report on activities</li> <li>Lead the planning for targeted interventions for staff</li> </ul>	<ul style="list-style-type: none"> <li>Carry out assignment activities with staff</li> </ul>
Historian/Archivist	<ul style="list-style-type: none"> <li>Documentate up dates of feedback</li> </ul>	<ul style="list-style-type: none"> <li>Lead discussions on any new files</li> </ul>	<ul style="list-style-type: none"> <li>Monitor decisions, follow-up of new protocols and track up dates (e.g. files)</li> </ul>
All Members	<ul style="list-style-type: none"> <li>Review meeting notes</li> <li>Prepare agenda</li> <li>Bring meeting materials</li> </ul>	<ul style="list-style-type: none"> <li>Follow meeting notes</li> <li>Provide input</li> </ul>	<ul style="list-style-type: none"> <li>Set agenda for next meeting</li> <li>Complete assigned tasks</li> </ul>

**MO SW-PBS**  
Marshall University Schoolwide Positive Behavior Support

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# Tier 2 PBIS Team Roster

County Support	Role	Name	Position	Email
County Support	PBIS Coordinator			
	PBIS Point of Contact			
	PBIS Coach			
	Special Ed Director			
	Special Education Supervisor			
PBIS Leadership Team District	School Administrator			
	Team Leader/Coordinator			
	Recorder			
	Timekeeper			
Meeting Dates	Meeting Time:		Meeting Location:	
	Meeting Dates:			

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# Tier 2 Team Roles and Responsibilities

	Responsibilities Before Team Meeting	Responsibilities During Team Meeting	Responsibilities After Team Meeting
Chairperson			
Secretary			
Intervention Coordinator(s)			
Communication Coordinator			
Time Keeper			
Checkleader			
Historian/Archivist			
All Members			

**MO SW-PBS**  
Marshall University Schoolwide Positive Behavior Support

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## Establish Meeting Protocols

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### Teaming

- Intentionality is important
- Splitting up your agenda
- Whole separate meetings
- Intentional Overlap



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### Teaming Expectations

- Meet at least monthly
- Install identification process
- Identify Tier 2 Intervention
- Review students identified
- Support training for families, staff, and students
- Progress Monitor outcomes for students and the system



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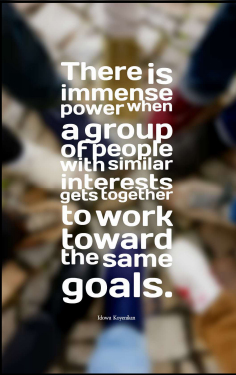
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### What about everyone else?

- We must consider how we are going to keep all staff, students, and families in the loop.
  - By doing this we are promoting “Buy-in” and on-going commitment.
- You might need to build a Communication System. *This system should:*
  - Share ongoing information
  - Present data
  - Obtain feedback from stakeholders

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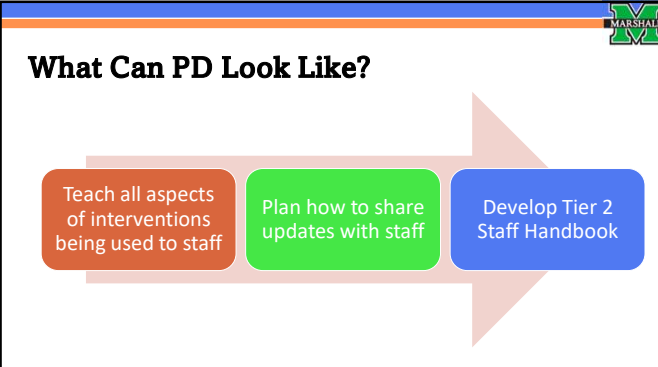
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### What Can PD Look Like?



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### PD Example – CICO Scripts

Implementation Script – Classroom Teacher

**INSTRUCTIONS**

- Read the steps and consider your level of participation.
- Click the “Y” which means “Yes” if you feel you understand and consistently complete the step.
- Click the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.

Component and Features	
<b>Regular Teacher Feedback</b>	
• Indicate feedback opportunity. Prompt student to bring Daily Progress Report to the teacher if necessary. It is the teacher's responsibility to ensure...	Y N
• Provide a comment about whether expectations were or were not met for that activity (one period). Include examples of appropriate behavior. Include examples of inappropriate behavior (if any occurred).	Y N
• Mark student Daily Progress Report (i.e. points or stickers) and provide explanation for the rating given.	Y N
• Provide encouragement for meeting expectations during next opportunity and/or monitor for following expectations or making improvement.	Y N
• Use a positive tone throughout interaction.	Y N
Total Number of Y Clicked =	
Percent Implemented (Total Y / total number of features x 100) =	



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**What does it mean to evaluate annually?**

**Tools you may use:**

- Advance Tiered Spreadsheet
- TFI for Tier 2
- Outcomes Evaluation Tool
- ODR Reports
- Staff and Student Surveys
- Fidelity Tools from Chosen Interventions

**DON'T FORGET**

Action plan any changes that need made from the results.

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**Readiness Work: Who**

What prep do we need to get students into Tier 2?

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**Data Decision Rules**

- Uses existing school data
- The team sets criteria that “triggers” automatic discussions about students who might be at risk.

*For example:*

- 2 major ODR’s from the beginning of the year;
- Minor incidents persist ---5 after September 30<sup>th</sup>
- Fourth absence or tardy
- Academic indicators that are below grade level:
- D or F in any course

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Student Identification Plan			
Method and Timeline	Purpose and Process	Persons Responsible	Use of Results
Universal Screening of all incoming kindergarten age students <ul style="list-style-type: none"> <li>Annually - during kindergarten enrollment process</li> </ul>	Parents will complete the Strengths and Difficulties Questionnaire	<ul style="list-style-type: none"> <li>School counselor with administrator will score and summarize results.</li> <li>Data will be presented to classroom teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Students with high-risk levels will participate in a small group intervention beginning the first week of school.</li> <li>Students with at-risk indicators will be matched with a Check &amp; Connect mentor</li> </ul>
Universal Screening of all students in the school. <ul style="list-style-type: none"> <li>Biannually - Early October and Late January</li> </ul>	<ul style="list-style-type: none"> <li>During a designated staff meeting teachers are provided with a list of internalizing and externalizing risk characteristics.</li> <li>Homeroom teachers review a list of all students assigned to their class.</li> <li>Students list, in rank order, students they are concerned about.</li> <li>Additional information may be gathered for each student identified.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers complete the screening process.</li> <li>The Tier 2 Team reviews results and determines which students should be considered for interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Students with high-risk indicators may be considered for FBA-BIP.</li> <li>Students in the at-risk range may be nominated to participate in a small group intervention.</li> </ul>

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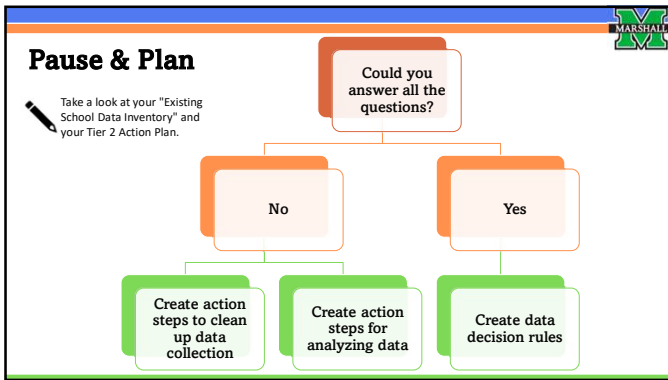
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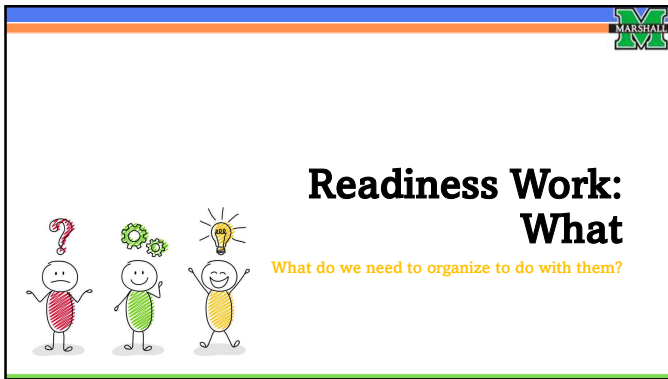
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**What do we already have?**

- What do we already offer that is “more?”
- Are the interventions we already have working? Are they evidence based?
- Are there gaps in what you have and what they serve?
- What should you keep?
- What should you realign?
  - Is it T 1 (intensified)
  - Is it T 3

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**Let's Start Here**

Working Smarter - Tier 2 Team

Initiative or Committee	Purpose	Outcome	Target Group	Staff Involved	CSIP Goal

Identify all current initiatives or improvement efforts related to behavior.

What is the intent and purpose of that intervention?

What are the outcomes?

Who is it impacting?

What staff is involved?

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**Example**

Working Smarter

Initiative or Committee	Purpose	Outcome	Target Group	Staff Involved	CSIP Goal
SW-PBS Leadership Team Tier 1	Develop, implement and monitor universal systems of support.	Decreased number of discipline incidents. Improved perceptions of school safety.	All staff and students.	Principal, school counselor, grade or department level representatives.	Goal #1
Attendance Committee	Encourage low attending students to increase school attendance.	Improved attendance rates.	Low attending students.	School librarian and one instructional aide.	Goal #2
Teacher/Student Assistance Team, CARE Team	Develop strategies for students who need extra assistance.	Improved behavioral and academic achievement.	High-risk students.	Principal, counselor, social worker, special education teacher.	Goal #3

What groups or committees focus on behavior in your school? For each group listed consider the following questions:

- 1) To what extent is the committee reaching goals stated in the CSIP plan?
- 2) Is there clear purpose and identified outcomes for each group listed?
- 3) Have outcomes for each committee been evaluated?

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**Ask Yourself**



- Is there overlap?
- Are there efforts without measurable outcomes?
- Can the work of some initiatives or committees be combined?
- Are some staff serving on multiple efforts?
- Are they serving functions of behavior?
- How might you adjust to work smarter?

MARSHALL  
MO SW-PBS

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**Examples of Tier 2 Interventions**



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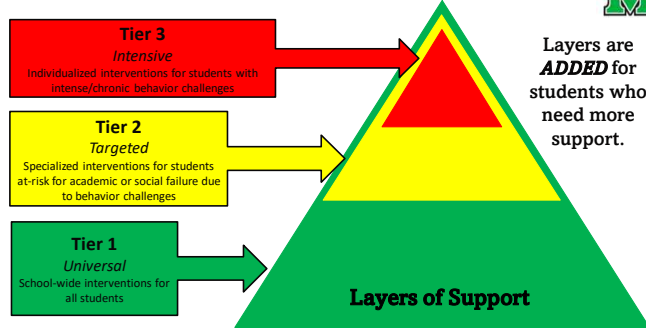
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**Layers of Support**



**Tier 3 Intensive**  
Individualized interventions for students with intense/chronic behavior challenges

**Tier 2 Targeted**  
Specialized interventions for students at-risk for academic or social failure due to behavior challenges

**Tier 1 Universal**  
School-wide interventions for all students

Layers are **ADDED** for students who need more support.

MARSHALL

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## Are we using function-driven interventions?

- Sometimes our data tells us the function
- Sometimes our data shows us multiple possibilities
- Sometimes the function of behavior is unclear
- Sometimes there is more than one function to address

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## You have a way to match the intervention/support to the students' needs.

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**Targeted Interventions Reference Guide Map**

This Reference Guide is designed to be used as a map when discussing function-based support needs for students. Use this Reference Guide when trying to determine intervention options for individual students.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Targeted Intervention					
Access to Adult Attention					
Access to Peer Attention					
Access to Choice of Alternative Activities					
Option for Avoiding Aversive Activities					
Option for Avoiding Aversive Social Peer/Adult Attention					
Structure Prompts for When to Do Throughout the Day					
At Least 5 Times During the Day When Positive Feedback is Set Up					
A School-Wide Communication System					
Opportunity for Adaptation into a Self-Management System					

Page 30 of the TFI

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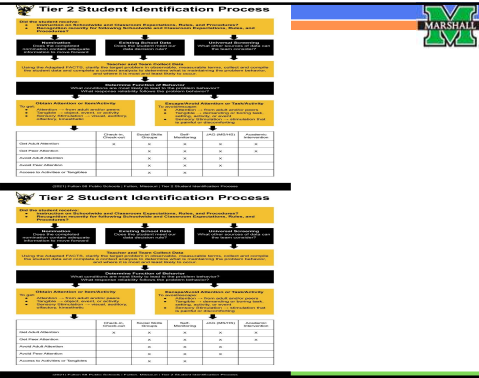
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**Tier 2 Student Identification Process**

The flowchart outlines the process for identifying students in Tier 2, starting with a 'Screening' phase and leading to 'Intervention' and 'Monitoring' stages. It includes a table with columns for 'Screening', 'Intervention', and 'Monitoring'.

Screening	Intervention	Monitoring
Universal Screening	Targeted Interventions	Progress Monitoring
...	...	...

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**Readiness Work:  
Now, What**

We can't stay here

The slide features three cartoon characters: one with a question mark on its head, one with gears, and one with a lightbulb, symbolizing a process of problem-solving and readiness.

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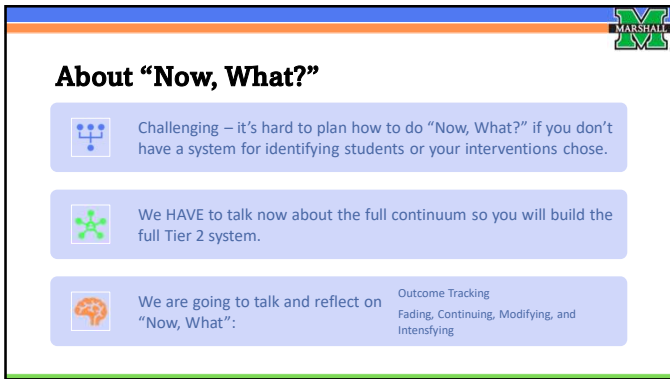
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**About "Now, What?"**

- Challenging – it's hard to plan how to do "Now, What?" if you don't have a system for identifying students or your interventions chose.
- We HAVE to talk now about the full continuum so you will build the full Tier 2 system.
- We are going to talk and reflect on "Now, What":
  - Outcome Tracking
  - Fading, Continuing, Modifying, and Intensifying

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### Advanced Tiers Spreadsheet

- [pbmissouri.org/tier-2/](http://pbmissouri.org/tier-2/)
- Holds data for up to 30 students
- Also available as a Google Doc

The second page is where daily student performance data can be recorded. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line can be drawn. The trend line is useful for determining positive, questionable, or poor response to the program. An action plan would be determined based on positive, questionable, or poor response to the program.

John Henry's Data Data

Student	Name	Start Date	End Date	Start Score	End Score	Percent Correct	Percent Error	Percent Correct	Percent Error
1	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
2	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
3	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
4	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
5	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
6	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
7	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
8	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
9	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
10	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
11	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
12	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
13	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
14	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
15	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
16	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
17	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
18	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
19	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
20	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
21	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
22	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
23	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
24	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
25	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
26	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
27	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
28	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
29	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%
30	John	10/1/2018	10/1/2018	85	85	100%	0%	100%	0%

Figure 4.6

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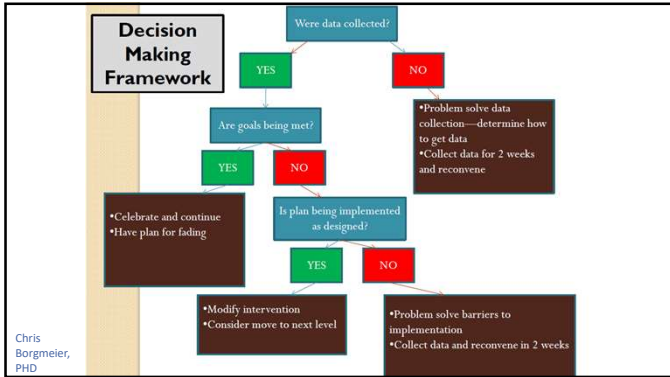
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### Why Would Interventions Not Work?

**Address Implementation Issues**

- Low fidelity of implementation
- The student needs more instruction on how to use the program

**Individualize Tier 2**

- The rewards are not powerful or desirable for the student
- The program does not match the function of the problem behavior

**Escalate to Tier 3 Support**

- The student requires more intensive, individualized support

Chris Borgmeier PHD

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## CONTINUE

If student has NOT met decision (and further intervention could result in success), consider:

- Keeping the student in that intervention
- Caution: Avoid leaving students in interventions without fading or modifying for too long of a period of time

TFI 2.7: Practices Matched to Student Need  
TFI 2.8: Access to Tier 1 Supports

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## MODIFIED INTERVENTIONS

- Changing incentives
- Changing goals/individualizing goals
- Adding specific goals
- Adding additional check-in
- Adding in peers
- Adding in interventions you already have in place
- Meaningful Work

TFI 2.7: Practices Matched to Student Need  
TFI 2.8: Access to Tier 1 Supports

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## EXAMPLES OF HOW TO MODIFY CICO

- Have **standing options** that the team can quickly consider:
  - Letting student bring a friend to check-in and check-out
  - Student choosing specifically who he/she will check-in and check-out with
  - Student checking in at a different location
  - Check in for a few more minutes (be careful here of getting too close to a mentoring model)
  - Student adding another extra check in time throughout the day
  - Receive a tangible at check-in (i.e. granola bar) OR earn a specific preferred tangible at check-out
- Reference the Guiding Question for CICO System Problem Solving and Action Planning document

TFI 2.7: Practices Matched to Student Need  
TFI 2.8: Access to Tier 1 Supports

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**Intensify**

- Full FACTS
- Individualized Skill Building
  - Executive Functioning
  - Academic Support
  - Regulation Monitoring
- SAT Meetings
- FBA/BIP
- Testing/IEP Development



**Tier 3 Supports and FBA/BIP Trainings**

- 1 Capacity Building**
  - Building level learning approach to Tier 3 Supports
  - All stakeholders are represented
  - Data-based
  - Progress monitored with emphasis on outcome data
  - Built in fidelity checks for interventions
- 2 Competing Behavior Pathways and BIP Development**
  - The Competing Behavior Pathway is a data-driven problem solving approach to help teach students healthier ways to meet and service the function of their behaviors.
  - The Competing Behavioral Pathway directly influences the actions that are written in the BIP.
- 3 Other Features**
  - The goal is to teach behaviors.
  - Our trainings emphasize a continuum of supports.
  - Person leadership centered
  - Linked to the broader PBIS/MTSS framework
- 4**

Scan the QR code or visit [www.marshall.edu/behavior](http://www.marshall.edu/behavior) for assistance to get started with your Behavior Support Specialist!

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**Next Steps**  
Action Planning

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**For your next steps...**

**Choose your own adventure.**



**OR**

**We can be the guide.**



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## Individual School Support From Us

**Behavior Support Specialists**

- North Region BSS**  
Elin Day  
Elin.D@marshall.edu
- Northern EC BSS**  
Katie Kennedy  
kennedy@marshall.edu
- South Region BSS**  
Sara Wolfe  
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- Eastern Panhandle Region BSS**  
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- Mountain Region BSS**  
Jennifer Farber  
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- Mountain EC BSS**  
Sara Wolfe  
swolfe@marshall.edu

- Data Organization
- Classroom Practices
- Function of Behavior
- Intervention Building

**We're here to help!**

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## Action Plan

<b>Teaming</b>		
Team Members • Roster	Meeting Procedures • Dates, Agenda	Fidelity Outcomes
<b>Who</b>		
Data Decision Rules Process	Universal Screening Process	Nomination Form Creation & Process
<b>What</b>		
Resource Mapping	Function Mapping	Professional Development
<b>Now, What</b>		
Intervention Data: Modify	Intervention Data: Intensify	Intervention Data: Fade

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## Fillable Flow Chart

	Your intervention here	Your intervention here	Your intervention here	Your intervention here	Your intervention here
Get Adult Attention					
Get Peer Attention					
Avoid Adult Attention					
Avoid Peer Attention					
Avoid Tasks					
Access to Activities or Tangibles					

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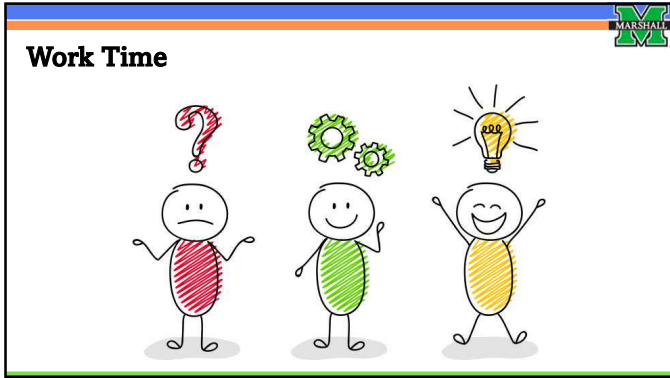
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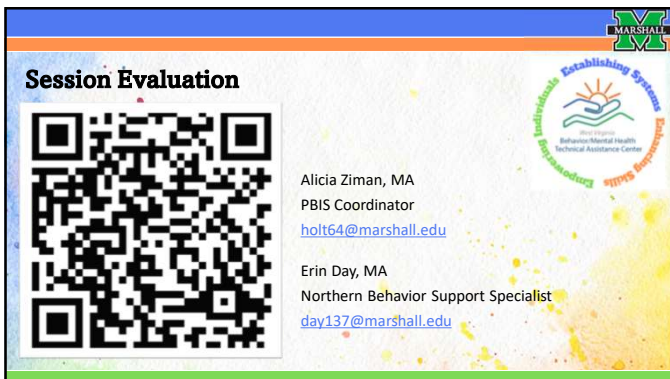
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